Name: Troy B. Sterling Dates: 3rd Quarter January 25, 2012 -March

Subject: Social Studies Topic: Fight & Unite

**NJCCCS:6.6**

**Stage 1:**

**Enduring Understanding(s)**:

1. New Jersey is known as the Crossroads of the American Revolution.

2. Democracy attempts to provide each individual with a voice in decision-making.

3. Separation of powers seeks to ensure a balanced framework for the government of the

people.

**Transfer Goal**: I want you to learn that New Jersey played a vital role in the history and formation of our country.

**Essential Question(s):**

1. How does the past inform our understanding of the present?

2. What role did New Jersey play in the Revolutionary War?

3. What is the best way to design a representative democracy?

**Knowledge and Skills:**

1. Explain how fundamental rights guaranteed by the United States Constitution and the Bill

of Rights ( i.e., freedom of expression, freedom of religion, the right to vote, and the

right to due process) contribute to the continuation and improvement of American

democracy.

2. Determine how “fairness, equality,” and the “common good” have influenced change at the

local and national levels of United States government.

3. Explain how the United States government is organized and how the United States

Constitution defines and limits the power of government.

4. Distinguish the roles and responsibilities of the three branches of the national

government.

5. Explain how national and state governments share power in the federal system of

government.

6. Explain how the United States functions as a representative democracy, and describe the

roles of elected representatives and how they interact with citizens at local, state, and

national levels.

7. Compare and contrast how government functions at the community, county, state, and

national levels level, the services provided, and the impact of policy decisions made at

each level.

8. Explain how key events led to the creation of the United States and the state of New

Jersey.

9. Determine the significance of New Jersey’s role in the American Revolution.

**Stage 2:**

Performance Task for the End of this Unit: (How the students will demonstrate understanding and transfer)

You are a continental soldier from New Jersey and have been asked by your commanding officer to provide a personal account to a local newspaper about your experiences during a battle in New Jersey. Your challenge involves writing a personal narrative that will be published in a local colonial newspaper. In the narrative, you must include the following: you need to describ the battle of which you fought in, where it happened, and why it was important. The account can be provided using technology (World. Multimedia, Podcasts)

**Stage 3:**

Learning Activities: (Daily/weekly)

Identify and label purpose of activity using “A” for acquiring knowledge, “M” for making meaning and “T” for transferring understanding. Identify ways you plan to differentiate your instruction.

**DVDs & Videos-Hillside Media Center:**

**Suggested Technology Integration:**

(Timeline Generator) <http://www.readwritethink.org/files/resources/interactives/timeline/pbs> kids

kids.gov

Google Earth

**Suggested Literacy Integration:**

The Fighting Ground by Avi

George Washington’s Socks by Elvira Woodruff

And Then What Happened Paul Revere? By Jean Fritz

Revolutionary War on Wednesday by Mary Pope Osborne

If You Lived At The Time of the American Revolution…by Kay Moore

Can’t You Make Them Behave King George? By Jean Fritz

A Picture Book of Thomas Jefferson by David Adler

A Picture Book of Benjamin Franklin by David Adler

Boston Tea Party by James E. Knight

Shhh, We’re Writing the Constitution by Jean Fritz

A More Perfect Union: The Story of Our Constitution by Betty Maestro

**1.** Build KWL Chart

2. View a map of the thirteen original colonies in context with Great Britain.

3. Create a timeline tracing events of the colonial era from the French and Indian War to

explain how key events led to the creation of the United States and the state of New

Jersey.

4. Identify relevant vocabulary using word splash

5. Role-play the concept of “taxation without representation” using kid friendly examples.

6. Compare and contrast the Stamp Act, Townshed Act, and Quartering Act.

7. Chart Achievements of the First Continent Congress.

8. Identity the role and responsibility of the delegate using a comic strip.

9. Graphic organizer web of the merits of the Second Continental Congress.

10. Debate the roles of loyalists vs. Patriots

11. Jigsaw the Declaration of Independence (Three groups: Defense of Liberty, grievances,

and Declaration of Independence.

12. Generate a three-column chart highlighting the details of the battles of Trenton,

Princeton, and Monmouth

13. Make a map showing the battle sites in New Jersey.

14. Conduct debate of issues of the colonial era as students act as delegates choosing a

colony of choice.

15. Debate the concept of Separation of Powers by grouping students into three branches of

government and using sample issues to show how the process of checks and balances

works.

16. Char major provisions of the Bill of Rights in think pair share format (10 groups-one for

each amendment)

17. Explain the role Governor William Livingston played in the development of New Jersey

government using Historical Character Map.

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**Fight and Unite**

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| --- | --- | --- | --- | --- | --- |
| **Date** | **Day** | **Procedure** | **Differentiation** | **Purpose** | **Assessment**  **Homework** |
|  | 1 | Build KWL Chart |  | A | Homework: |
|  | 2 | View a map of the thirteen original colonies in context with Great Britain. |  | A & M | Homework: |
|  | 3 | Create a timeline tracing events of the colonial era from the French and Indian War to explain how key events led to the creation of the United States and the state of New Jersey. |  | A & M & T | Homework: |
|  | 4 | Identify relevant vocabulary using word splash |  | A & M |  |
|  | 5 | Role-play the concept of “taxation without representation” using kid friendly examples. |  |  |  |